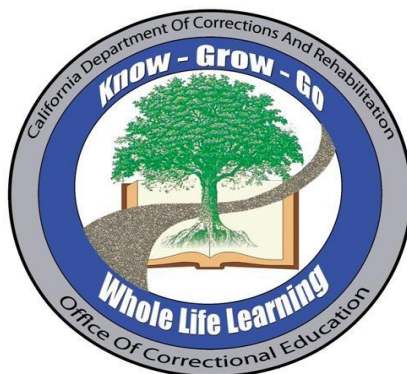# DEPARTMENT OF CORRECTIONS AND REHABILITATION

## OFFICE OF AUDITS AND COMPLIANCE

## EDUCATIONAL COMPLIANCE BRANCH



## *COMPLIANCE REVIEW FINDINGS*

## California Substance Abuse Treatment Facility and State Prison at Corcoran

**June 9 through June 13, 2008**

**ADMINISTRATION**
G. Lynn Hada

**ACADEMIC EDUCATION**

Raul Romero      John Jackson
Ray Moser

**VOCATIONAL EDUCATION**

Beverly Penland      Jim Wolf
Jimmy Clark      Glen Blackwell

**LIBRARY**

Christine Long

**FEDERAL SUPPLEMENTARY PROGRAMS**

Mark Lechich
Ron Callison
Sarita Mehtani

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

| No. | INSTITUTION: California Substance Abuse Treatment Facility and State Prison at Corcoran (SATF) <br> DATE: June 9-13, 2008 <br> COMPLIANCE TEAM: G. Lynn Hada | Yes/No or NA | COMMENTS |
|---|---|---|---|
| 1. | **Allotments/Operating Expenses:** <br><br> • Does the Principal maintain a budget tracking system to monitor the school departments' complete budget? <br> • Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance? | Yes | |
| 2. | Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end? | **Yes** | |
| 3. | Are funds allocated by Office of Correctional Education available and spent within program areas? | **Yes** | |
| 4. | Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by Office of Correctional Education? | **Yes** | |
| 5. | Are allocated funds for the Bridging Education Programs, including Arts In Corrections (AIC), used to provide program services to inmates? | **Yes** | |
| 6. | Are law library purchases funded by the institution's general budget? | **No** | There is an ongoing attempt by the California Department of Corrections and Rehabilitation (CDCR) Administration to resolve the use of Program 25 vs. Program 45 monies to operate Law Libraries. The ongoing discussions to resolve this funding issue are taking place between Adult Operations and Adult Programs headquarters staff. |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

| 7. | Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006 instructions when filling vacancies? | **Yes** | |
|---|---|---|---|
| 8. | Are the Education Monthly Report and the Education Daily Report accurate and being completed and submitted on a timely basis? | **Yes** | The expanded Education Daily Report includes attendance information for each class as well as teacher absence information. |
| 9. | Has adequate space and equipment been provided for staff to perform the required duties of the Reception Center/Bridging Education Program, Arts In Corrections program and the Television Specialist? | **Yes** | |
| 10. | **Credentials:** <br><br> Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned? | **No** | Three supervisors did not have the prerequisite credential on file. Two teachers did not have a valid credential on file. All teachers with credentials were appropriately assigned. |
| 11. | Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification? | **N/A** | The only Bridging Education Program is Arts In Corrections. |
| 12. | **Duty Statements:** <br><br> Are 100% of the staff duty statements on file and applicable to current position? | **No** | Some staff had out-of-date duty statements or did not have duty statements at all. Also many Alternative Education Delivery Model teachers had the generic teacher duty statement on file rather than the specific Alternative Education Delivery Model duty statement. |
| 13. | **Operational Procedures:** <br><br> Does the institution have an Operational Procedure that addresses the legislative mandates of the Bridging Education Program? | **N/A** | |

| | | | |
|---|---|---|---|
| 14. | Does the institution have an Operational Procedure for the Education Program?<br>Does it use Department Operation Manual Chapter 10 as an inclusion? | **No** | No reference is made to the Department Operation Manual Chapter 10 but the Operational Procedure is otherwise up-to-date. |
| 15. | **Staff Assignments:**<br><br>Does the Principal maintain a current and complete list of all authorized positions and their status? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

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| 16. | Are all staff appropriately working and/or assigned within the education program? | **No** | There are two teachers coordinating almost entirely college programs contrary to Office of Correctional Education policy and general funding for Adult Basic Education requirements. While it is understood that college programs are a beneficial and sequential part of the education process, no funds for staff or college materials are included in the general funds by California Department of Corrections and Rehabilitation (CDCR). It is recommended that the Office of Correctional Education and the Warden support and encourage the funding of Post-Secondary Coordinator positions for each institution to handle distance college and trade school participation. There are also two teachers assigned to handle the education testing process that are not identified by the Office of Correctional Education as approved positions for that specific purpose. It is recommended that the California Substance Abuse Treatment Facility and State Prison at Corcoran (SATF) Education Department and the Warden work with the Office of Correctional Education to clarify these assignments. The Artist Facilitator, as part of the Bridging Education Program, has no assigned students. |
| 17. | Do all staff within the education program report to, and are under the Principal's supervision? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

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| 18. | Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel? | **Yes** | |
| 19. | Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program (BEP)? | **N/A** | |
| 20. | When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education? | **N/A** | |
| 21. | Has the Artist Facilitator been officially assigned to the Education Department? | **Yes** | |
| 22. | Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution? | **Yes** | However arriving inmates do not necessarily get assigned to a class or work for some time after arrival. There is no Bridging Education Program at SATF. Therefore these PC 2953.1 eligible inmates are earning half-time credits without an assignment. |
| 23. | Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support? | **Yes** | The TV Specialist is also an electronics technician. |
| 24. | When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is the plan always implemented? | **Yes** | |
| 25. | Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

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| | **Alternative Education Delivery Model (AEDM):** | **Yes** | |
| 26. | Is an approved Alternative Education Delivery Model Operational Procedure in place? | | |
| 27. | Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure per the Suzan Hubbard memo dated May 5, 2005? | **No** | There is no Distance Learning Program. |
| 28. | Are all Alternative Education Delivery Model positions filled? | **No** | There is no Distance Learning teacher. |
| 29. | Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures? | **No** | Not all of the Alternative Education Delivery Model teachers have the proper Alternative Education Delivery Model Duty Statement. |
| 30. | Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines? | **Yes** | |
| 31. | • Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas? <br> • Are all approved Alternative Education Delivery Model faculty schedules posted? | **No** | The Independent Study programs only have a quota of 54:1 instead of the required 120:1 per the Education Monthly Report. In addition, enrollment in one of Independent Study does not even meet the inappropriate 54:1 quota. |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

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| | **Gender Responsive Strategies:** | **N/A** | |
| 32. | Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration? | | |
| 33. | Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines? | **N/A** | |
| 34. | **Certificates of Completion or Achievement:**<br><br>• Are Certificates of Vocational or Academic Completion being issued to those students earning them and recorded on a tracking system?<br>• Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned? | **No** | Teachers are confused about the use of Certificates of Achievement and in general are not issuing them correctly. |
| 35. | **Executive/Supervisory Assignments:**<br><br>Are documented staff meetings held regularly by Principal, Academic Vice Principal (AVP), and Vocational Vice Principal (VVP)? (monthly or more) | **Yes** | |
| 36. | Is the Principal a member of the Warden's Executive Staff? | **Yes** | |
| 37. | Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis? | **Yes** | |
| 38. | • Does the Academic Vice-Principal/Vocational Vice-Principal provide documented In-Service-Training and On-the-Job-Training?<br>• Are all probationary and annual performance evaluations currently due completed? | **No** | Some Performance Evaluations are overdue and in some instances there are no Performance Evaluations in the supervisory file at all. |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

| 39. | Are supervisors documenting contact with staff and inmates involved in the bridging program? | **N/A** | |
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| 40. | Are Transforming Lives Network quarterly reports being submitted to Office of Correctional Education by the due dates of Oct. 10, January 10, April 10 and July 10? | **Yes** | But students that are participating are not tracked so the quarterly reports inaccurately show zero participation. |
| 41. | **Test of Adult Basic Education:**<br><br>• Is the Principal trouble shooting Test of Adult Basic Education score losses identified on the School Program Assessment Report Card (SPARC)?<br>• Is the principal implementing remedial changes to improve the scores? | **Yes** | |
| 42. | Is there a 4.0 reading level report generated and distributed to appropriate staff? | **Yes** | |
| 43. | Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff? | **Yes** | |
| 44. | **Accreditation:**<br><br>Has the education program been accredited by Western Association of Schools and Colleges (WASC), or has the application for accreditation been submitted to Western Association of Schools and Colleges? | **Yes** | |
| 45. | • Is there a continuing Western Association of Schools and Colleges process being followed by the school with the action plans being actively addressed in a timely manner?<br>• Is there a leadership team in place and do minutes substantiate regular meetings? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

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| 46. | **Inmate Enrollment/Attendance:**<br><br>Do Academic, Vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)? | **No** | The Independent Study teachers do not meet the Office of Correctional Education approved Alternative Education Delivery Model quotas. |
| 47. | Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program? | **N/A** | |
| 48. | Does the Principal maintain a copy of the current inmate assignment waiting list? | **Yes** | The inmate assignment waiting list is excellent. |
| 49. | Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs? | **Yes** | |
| 50. | **Bridging Program:**<br><br>Has the teaching staff met with each inmate upon assignment to the Bridging Education Program? | **N/A** | |
| 51. | Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit? | **N/A** | |
| 52. | **Transforming Lives Network (TLN):**<br><br>Has the Transforming Lives Network satellite dish been installed and operational? | **Yes** | |
| 53. | Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator? | **Yes** | Rod Rollins, Academic Vice-Principal |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

| 54. | Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to Office of Correctional Education? | **Yes** | But students that are participating are not tracked so the quarterly reports inaccurately show zero participation. |
|---|---|---|---|
| 55. | Has Transforming Lives Network enrollment and completion data been tracked? | **No** | There is no tracking system in place. |
| 56. | **GED Testing/High School Credit:**<br><br>• Is there a High School credit program and General Educational Development (GED) Testing program that follows Office of Correctional Education and State requirements?<br>• Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates? | **Yes** | However there is a High School Coordinator position that has a teacher assigned and this teacher does not have an assigned quota as required by the Office of Correctional Education policy. |
| 57. | **Inmate Education Advisory Committee:**<br><br>Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings? | **Yes** | On each yard. |
| 58. | **Education Files**<br><br>• Do all of the quarterly CDCR Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc.?<br>• Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.)<br>• Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports? | **No** | The CDCR Form 154 is not complete in many of the education files. |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

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| 59. | • Are Education Files with a copy of the Record of Inmate Achievement (CDCR Form 154) transferred to Central Records when a student leaves education, transfers or paroles?<br>• Is there a copy of the Record of Inmate Achievement (CDCR Form 154 or High School Transcript) kept in the Education Office files in perpetuity?<br>• Are Education Files prepared for all assigned inmates?<br>• Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and are they then transferred to the General Population receiving institution? | **No** | The Education Files are boxed and shipped to the receiving institution or parole office when the inmate student leaves the institution. They are not sent to Central Records to accompany the inmate. No copies of the CDCR Form 154 are maintained. |
| 60. | If there are any contracted, Office of Correctional Education sponsored or special programs operating at the institution, have the teachers assigned to these programs received special/related training? | **Yes** | |
| 61. | **Literacy:**<br><br>Are literacy programs available to at least 60% of the eligible prison population? | **No** | The only literacy program listed on the Education Monthly Report is through students assigned to Education Programs. The Transforming Lives Network classes are broadcast on Institution TV but are not being recorded on the Education Monthly Report. Therefore the figures reported on the Education Monthly Report are that only 43% of the eligible prison population has literacy programs available to them. |
| 62. | Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal? | **Yes** | |
| 63. | Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings? | **N/A** | |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

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| 64. | Is the institution utilizing at least two alternate resources to implement literacy services for inmates? | **No** | The Laubach Literacy program is in the process of being implemented and the Transforming Lives Network classes will be counted on the Education Monthly Report in the future. |
| 65. | Is there an established procedure for placing students into any existing Learning Literacy (LLL) lab? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab) | **Yes** | |
| 66. | **Developmental Disability Program and Disability Placement Program:**<br><br>If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and CDCR/Office of Correctional Education policies? | **Yes** | |
| 67. | **ESTELLE/Behavior Modification Programs:**<br><br>Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs? | **Yes** | |
| 68. | Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record student progress through achievement/progress, data collection, instructional methods, and curriculum? | **Yes** | The teacher maintains Student Contact Reports that show the required information. |
| 69. | **Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:**<br><br>Is there an approved Correctional Offender Management Profiling for Alternative Sanctions **(**COMPAS) Risk and Needs Assessment Operational Procedure (OP)? | **N/A** | |

| | | | |
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| 70. | Are all Recidivism and Reduction Strategy (RRS) Assessment positions filled (part of Correctional Offender Management Profiling for Alternative Sanctions)? | **N/A** | |
| 71. | Are all other designated assessment positions filled? Is there a designated supervisor over the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program? | **N/A** | |
| 72. | Do all designated assessment staff have an individual Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) log-on code? Is the security of the code maintained? | **N/A** | |
| 73. | Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program? | **N/A** | |
| 74. | **Recidivism Reduction Strategies:**<br><br>• Is there a Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)?<br>• Are inventories of Recidivism Reduction Strategies equipment maintained and current? | **Yes** | All Recidivism Reduction Strategies funds were used for materials purchases; no funds were used for major equipment and therefore no inventory is required. |
| 75. | **Recidivism Reduction Strategies Enhanced Outpatient Program:**<br><br>Are all Enhanced Outpatient Program staff hired and in place? | **N/A** | |
| 76. | Does the Principal (via the Academic Vice-Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with CDCR policy? | **N/A** | |

# COMPLIANCE REVIEW FINDINGS
## EDUCATION ADMINISTRATION SECTION

| 77. | Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement? | **N/A** | |
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| 78. | **Multi-Agency Re-entry Program (SB 618):**<br><br>Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team? | **N/A** | |
| 79. | Are the four vocational programs referenced in Senate Bill 618 in place at the institution? | **N/A** | |
| 80. | Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program? | **N/A** | |
| 81. | **Vocational-Recidivism Reduction Strategies**<br><br>Are all original vocational Recidivism Reduction Strategies (RRS) teacher positions filled and are all classrooms operating? | **Yes** | |
| 82. | Are all Recidivism Reduction Strategies vocational classes at full enrollment? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

| NO. | INSTITUTION: SATF<br>DATE: June 9-13, 2008<br>COMPLIANCE TEAM: Raul Romero, John Jackson, Ray Moser, Beverly Penland | Yes/No or N/A | COMMENTS |
|---|---|---|---|
| 1. | **Student Job Descriptions:**<br><br>Are all of the inmate students' job descriptions accurate, complete, signed, and available? | **Yes** | All of the files had signed and dated job descriptions. |
| 2. | **Student Records/Achievements:**<br><br>Do all the of classroom files reflect Test of Adult Basic Education scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the CDCR Literacy Plan criteria and Office of Correctional Education Test of Adult Basic Education testing requirements? | **Yes** | All of the files had TABE scores. |
| 3. | Are all of the CDCR Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure? | **No** | Some of the teachers did not have CDCR 128-E's in their inmate folders. |
| 4. | Is 100% of the CDCR curriculum recording system in-use, accurate, and current? | **Yes** | All of the of the inmate folders had the curriculum recording system in them. |
| 5. | Do 100% of the Permanent Class Record Cards (CDCR Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes? | **Yes** | Teachers are appropriately recording custody "S" Time for late arrival of students at some yards due to late feeding. Late feeding is resulting in up to an hour of custody "S" time. |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 6. | Are Certificates of Completion or Achievement being issued to those students earning them? | **No** | Most teachers issue Certificates of Completion when appropriate. Some are using the Certificate of Completion when students complete competencies. However, most teachers are not quite clear when Certificates of Achievement are to be issued. The Principal will be provided a copy of the memo from the Office of Correctional Education regarding detailing the certificate issuance requirements. It is recommended that the Principal give all teachers a copy of the memo. |
| 7. | **Instructional Expectations:**<br><br>Do all of the academic education classes have lesson plans that agree with the CDCR approved curriculum? | **Yes** | Teachers are using the Office of Correctional Education standardized textbooks. |
| 8. | Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript? | **Yes** | Both required and elective credits are issued by some teachers but not all teachers. It is recommended that all teachers issue credits. It is acknowledged that most credits may be elective and some required but is a common practice by all schools working with adults to issue credits for work completed especially when all teachers are credentialed and the schools are accredited by the Western Association of Schools and Colleges. |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

| 9. | Do all of the academic education classes have course outlines that agree with the CDCR approved curriculum? | **Yes** | It is recommended that all classes develop and use course description similar to a syllabus, detailing textbook and, supplementary materials used, grading system, sequence of subject areas taught, and length of course, and all other details of the course. The course description/syllabus can be standardized for ABE I-III, GED, High School, and other programs including vocational classes. A sample will be provided to the Principal. This allows a student to know what the class is all about and what is expected of them to learn to progress and complete the course. |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

| 10. | **Bridging Education Program Instructional Expectations:**<br><br>Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher has a copy of the curriculum? | No | A unique circumstance is present at SATF in the application of the Bridging Program requirements. The Inmate Work and Training Incentive Program report and another report reflect no Bridging Education Program positions at SATF. However, no written exemption to not implement the Bridging Program has been given to SATF. SATF does have one Bridging Education Program teacher position authorized (587-234-2290-003). It is however, currently unfunded. They do have an Institutional Artist Facilitator and if there are no Penal Code 2933 eligible inmates, as the reports reflect, then it appears to be appropriate for that person to be providing "Arts In Corrections type" leisure activities for the inmates. The Warden and Principal must discuss the matter with the Superintendent of Correctional Education to issue appropriate written guidelines since the Bridging Education Program stems from a Legislative mandate.<br><br>Current Inmate Work and Training Incentive Program reports indicate that SATF in February of 2008 had 1 Penal Code 2933 eligible inmate listed. In December of 2007 SATF had 4, and in July of 2007 they had 31, other than these three months there are no Penal Code 2933 eligible inmates at SATF. |
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# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 11. | Are the Test of Adult Basic Education and Comprehensive Adult Student Assessment System being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills? | **No** | The Bridging Education Program is not operational at SATF. However, there is a Bridging Program Institution Artist Facilitator. The Institution Artist Facilitator is not working with Bridging Program participants. He is working with the general population. |
| 12. | Does Bridging Education Program teacher utilize the proper Permanent Class Record Card (CDCR Form 151) that is up to date and accurate? | **No** | The Bridging Education Program is not operational at SATF. However, there is a Bridging Program Institution Artist Facilitator. The Institution Artist Facilitator is not working with Bridging Program participants. He is working with the general population. |
| 13. | Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts? | **No** | The Bridging Education Program teacher position is not currently filled. .The Bridging Education Program is not operational at SATF. See Question Number 10 above. |
| 14. | **Test of Adult Basic Education Testing Coordinator:**<br><br>Are gain/loss reports (School Progress Assessment Report Card) and the Test of Adult Basic Education sub-test reports reviewed/shared with the education supervisors? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 15. | Do the Test of Adult Basic Education Coordinator and at least two others have access to a CDCR email address and user account? | **No** | Only the Principal has an email address and as such other staff do not have access to the Test of Adult Basic Education Test (TABE) database. The TABE Coordinator downloads a copy of the TABE database scores placed on the share drive from the Associate Information Systems Analyst and uploads the TABE data to the TABE computer each week. |
| 16. | Does the Test of Adult Basic Education Coordinator have the most recent Test of Adult Basic Education database (within a week)? | **Yes** | |
| 17. | Are Test of Adult Basic Education testing protocols signed by current staff? | **Yes** | |
| 18. | Are the Test of Adult Basic Education testing materials secured in a locked cabinet (mandatory standards)? | **Yes** | There is an exemption and all the test materials are in self contained rolling locked cabinets that are kept in a locked store room or the Supervisors office. |
| 19. | Is a master inventory of Test of Adult Basic Education test booklets and answer sheets maintained by the testing coordinator? | **No** | The Test of Adult Basic Education (TABE) Coordinator is working on a master computerized inventory and is adding an inventory component for the answer sheets. The TABE coordinator is also working on a sub inventory for each rolling test cabinet and a monitoring schedule to verify all testing materials. |
| 20. | Is the Test of Adult Basic Education binder current and up-to-date with memos, purchase orders and instructions? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 21. | Is the Test of Adult Basic Education locator test being used when needed to determine which level appropriate Test of Adult Basic Education test to administer? | **Yes** | The Test of Adult Basic Education Coordinator does not test but said it was available for use and several teachers use it regularly. |
| 22. | **Teacher-Test of Adult Basic Education Testing**<br><br>Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix? | **No** | Teachers are aware of the requirement for testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education (TABE) matrix. However, due to a variety of issues, including lockdowns and other reasons, all students are not being tested within 10 days. It is also recommended that the TABE database list of tested inmates be made available to all teachers to prevent unnecessary testing if a test has been previously administered. It is additionally recommended that the Principal ensure priority TABE testing for inmates in the Developmental Disability Program. |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 23. | Are the Test of Adult Basic Education tests administered according to the testing matrix? | **Yes** | Teachers have the Test of Adult Basic Education testing matrix scheduled posted in the classrooms. All student files reviewed had current test scores. However, not all students are post-tested due to a variety of reasons. It is recommended that the Principal explore all possible ways to improve post-testing including seeking notification from appropriate custody staff to the Principal when students are to be transferred. It is recommended that teachers request that students inform teachers of any known pending moves. It is also recommended that the Test of Adult Basic Education data containing updated test scores be shared with all academic and vocational staff. |
| 24. | Is the Test of Adult Basic Education locator being used when needed to determine which level appropriate Test of Adult Basic Education test to administer? | **Yes** | All teachers are aware of the Locator Test and report using in when appropriate. It is recommended that the Principal consider placing sets of the Locator Test in secured areas within supervisor's offices for easier access by teachers. Permission must be sought from the Office of Correctional Education if such action is taken. |
| 25. | Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates? | **Yes** | Teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and they are reviewing test scores with inmates. It is recommended that education supervisors monitor the teacher use of the diagnostic reports for teaching students the specific areas in need of remediation. |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 26. | Are teachers using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes? | **Yes** | Teachers are using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes. The Principal and Vice Principal are commended for ensuring that all teachers receive copies of the School Progress Assessment Report Card (SPARC) and subsequent updates as soon as they are received from the Office of Correctional Education. This practice needs to be sustained. |
| 27. | Are current Test of Adult Basic Education subtests placed in student's file? | **Yes** | |
| 28. | **Alternative Education Delivery Models:** <br><br> Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours? | **No** | There is no Alternative Education Delivery Model open line due to various reasons including that inmates in at least one independent study class also attend the half-day Substance Abuse Program. The class is a 16 weeks closed entry/closed exit configuration. |
| 29. | Are the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments? | **Yes** | There is a study channel schedule of courses, with dates and times in public areas. |
| 30. | Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning teacher, utilizing Transforming Lives Network and airing educational programs, such as Kentucky Educational TV General Education Development series on a weekly basis? | **Yes** | The Transforming Lives Network and Kentucky Educational TV are shown on the institutional educational channel. There is an excellent education studio set-up. |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 31. | Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs? | **No** | Most teachers issue Certificates of Completion when appropriate. Some are using the Certificate of Completion when students complete competencies. However, most teachers are not quite clear when Certificates of Achievement are to be issued. The Principal will be provided a copy of the memo from the Office of Correctional Education regarding detailing the certificate issuance requirements. It is recommended that the Principal give all teachers a copy of the memo. |
| 32. | Do all of the Education/Independent Study (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum? | **Yes** | |
| 33. | Do all of the Education/Work Program (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum? | **Yes** | Most programs in two yards are Education/Substance Abuse Program configuration. |
| 34. | Do all of the Distance Learning classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum? | **No** | Two teachers are primarily coordinating college and some General Education Development courses. A review of the specific AEDM Program curriculum syllabus and current class schedules revealed that GED courses, high school courses, life skills courses and specified vocational coursework are not included in the program. |
| 35. | Do all of the Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 36. | • Are teachers testing inmates within ten days of being enrolled or assigned to an Alternative Education Delivery Model program?<br>• Are the inmates' Test of Adult Basic Education subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement? | **No** | Due to a variety of reasons, such as lockdowns, all students are not being tested within 10 days. It is also recommended that the TABE database list of tested inmates be made available to all teachers to prevent unnecessary testing if a test has been previously administered. It is additionally recommended that the Principal ensure priority TABE testing for inmates in the Developmental Disability Program since some are not being tested by the regular teacher on a timely manner. |
| 37. | • Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated?<br>• Is it given to the Vice-Principal and Principal on at least a weekly basis? | **Yes** | |
| 38. | Are students' gains being recorded and tracked? | **Yes** | |
| 39. | **Gender Responsive Strategies:**<br><br>Do all of the academic life skills classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies (GRS) approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (W-CALM) (Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)? | **N/A** | |
| 40. | Do all of the academic life skills classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum? | **N/A** | |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 41. | **ESTELLE and Behavior Modification Unit programs:**<br><br>Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance; and participation that allows a clear over-all rating of progress of each student in the Behavior Modification Unit/ESTELLE program? | **Yes** | There is a very good tracking system in place. |
| 42. | Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and is documentation provided to the Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing? | **Yes** | There is a tracking and evaluation process is in place to determine inmate progress. |
| 43. | • Do ESTELLE students have access to computers as required in the framework of the program for training?<br>• Does the teacher have Test of Adult Basic Education scores on all of the students in the program? | **N/A** | |
| 44. | **Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:**<br><br>Are assessment teachers conducting assessments on eligible inmates as defined by the current Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Operations Manual? | **N/A** | |
| 45. | Does assessment staff utilize the current standardized Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Tracking Form? | **N/A** | |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 46. | Are the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) questionnaires shredded daily in accordance with the confidential document procedure? | **N/A** | |
| 47. | Are assessment interviews conducted in a semi-private environment? | **N/A** | |
| 48. | Is appropriate assistance provided to inmates during participation in the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates? | **N/A** | |
| 49. | **Security and Order:**<br><br>Are personal alarms issued to teachers and do they wear whistles and the personal alarms on their person? | **Yes** | All of the teachers had the personal alarms and whistles. |
| 50. | Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan? | **No** | There were several classrooms that did not have exit signs posted, however most classrooms had the exit signs posted. |
| 51. | **Pre-Release**<br><br>Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services? | **Yes** | The CDCR approved Pre-Release curriculum is being used. |
| 52. | Do all of the Pre Release lesson plans contain the objective, handouts, and methods for student evaluation? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 53. | Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division (P&CSD) staff support? | **Yes** | A parole Agent II/III speaks to the Pre-Release class every cycle. |
| 54. | Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained? | **Yes** | The curriculum recording system was in every inmate education folder. |
| 55. | Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs? | **Yes** | |
| 56. | Is the Pre-Release class a full-time program (four days/8.5 hours or five days/6.5 hours)? If no, is there an exemption on file? | **No** | None of the classes are meeting for 8.5 hours per day; they are meeting for approximately 8.0 hours per day. |
| 57. | Are all of CDCR Form 128Es (that are used to record all education participation including course completions) and classroom records current and accurate and reflect a full-quota student enrollment? | **No** | The majority of the Pre-Release teachers are not writing the CDCR 128-E's for their inmate students who complete the Pre-Release class. Some of them were completing progress reports. |
| 58. | Does the Pre-Release Teacher use the Framework for Breaking Barriers? | **Yes** | |
| 59. | Does the Pre-Release teacher provide the Office of Correctional Education with monthly Pre-Release Program reports on time and maintain copies of those monthly Pre-Release program reports? | **Yes** | A monthly report is sent to the Office of Correctional Education. |
| 60. | **Recidivism Reduction Strategies Enhanced Outpatient Program:** <br><br> Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team meetings? | **N/A** | |

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| 61. | Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team and the Enhanced Outpatient Program teacher to receive education services? | **N/A** | |
| 62. | Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines? | **N/A** | |
| 63. | Is there documentation of the education services provided to Enhanced Outpatient Program inmates? | **N/A** | |
| 64. | **Transforming Lives Network Program:**<br><br>Are alternate modalities available for use within the housing units for the Distance Learning program? For example, video, Transforming Lives Network, institutional television, visual worksheets, etc.? | **Yes** | |
| 65. | Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access? | **Yes** | |
| 66. | Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty? | **Yes** | |
| 67. | Are school faculty members given the opportunity to provide input into the broadcast schedule? | **Yes** | |
| 68. | **Recreation/Physical Education:**<br><br>Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 69. | Does the Physical Education teacher follow the CDCR approved selection process for movies? | **No** | The movie selection process has been assigned to the Television Specialist; this is not in compliance with the Department Operation Manual. |
| 70. | Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities? | **Yes** | |
| 71. | Is CDCR-approved State frameworks curriculum being used and are course outlines present? | **No** | The Physical Education teachers are not doing any teaching on health nutrition, and or aging, etc. as required by the CDCR Office of Correctional Education policy |
| 72. | Are health education, physical fitness training and recreational activities being provided to the Special Needs populations? | **Yes** | |
| 73. | Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies? | **Yes** | They have an accountability system in place; the inmates need an ID card to check out equipment. |
| 74. | Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program? | **No** | The Physical Education teachers stated that there are not enough funds to serve the numbers of inmate population at SATF. |
| 75. | Are time-keeping records (CDCR Form 1697) on inmates assigned to work for the Physical Education teacher being kept? | **No** | The Recreation Officer does the time keeping. |
| 76. | **Recidivism Reduction Strategies (Physical Education):**<br><br>Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)? | **Yes** | There are special activities planned for the fifty-five and over inmates. |

# COMPLIANCE REVIEW FINDINGS
## ACADEMIC EDUCATION SECTION

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| 77. | Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population? | **Yes** | The Recreation teachers stated that they received and spent $1,500. |

# COMPLIANCE REVIEW FINDINGS
## VOCATIONAL EDUCATION SECTION

| NO. | INSTITUTION: SATF<br>DATE: June 9-13, 2008<br>COMPLIANCE TEAM: Beverly Penland, Jim Wolfe, Jimmy Clark, Glen Blackwell | Yes/No or N/A | COMMENTS |
|---|---|---|---|
| 1. | **Student Job Description:**<br><br>Are all of the inmate students' job descriptions accurate, complete, signed, and available? | **Yes** | |
| 2. | **Student Records/Achievements:**<br><br>Do all of classroom files reflect Test of Adult Basic Education scores that are not over six months old for students under the CDCR Literacy Plan and Office of Correctional Education Test of Adult Basic Education testing criteria? | **No** | A few of the programs did not have current Test of Adult Basic Education test scores. However, most of the teachers had current test scores. |
| 3. | Are all of the CDCR Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure? | **Yes** | |
| 4. | Is the curriculum recording system in-use, accurate, and current? | **Yes** | |
| 5. | Does the Permanent Class Record Card (CDCR Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time (on full days) for 4-10 programs? | **No** | Students do not arrive at the scheduled school start time. The teachers indicated a variety of reason students are delayed. The teachers do record the lost of student contact time as "S" time. |
| 6. | Are elective credits in the designated vocational subject being issued to students and recorded on their transcript in the education file? | **No** | A lot of the teachers are unaware they can give elective credits while other teachers knew and participate in issuing credits. |

# COMPLIANCE REVIEW FINDINGS
## VOCATIONAL EDUCATION SECTION

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| 7. | Are Trade/Industry Certifications being issued and recorded to those students earning them? | **No** | The Office Services and Related Technology teachers have not been to Microsoft certification training. They also do not have the test computer or its software to test the inmates and provide certification. They also have not received all of the current text books. A couple of other programs are not participating in industry certifications. Other programs are working towards issuing industry certifications. |
| 8. | Are Certificates of Completion or Achievement as appropriate being issued and recorded for those students earning them? | **Yes** | The teachers were aware of when each was appropriate to be issued. |
| 9. | **Instructional Expectations:**<br><br>Do all of the vocational education classes have course outlines that agree with the CDCR curriculum? | **Yes** | |
| 10. | Do all of the vocational education classes have lesson plans that agree with the CDCR curriculum? | **Yes** | |
| 11. | Have the Literacy Implementation Plan sections (applicable to Vocational Education) been incorporated through a core set of literacy materials into the instructional plan and do lesson plans verify this? | **Yes** | One of the teachers has developed a small library to assist his students in their literacy endeavors. |
| 12. | Are Vocational Instructors conducting and documenting at least four hours of approved related formal classroom training each week for all inmate students? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## VOCATIONAL EDUCATION SECTION

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| 13. | Are all of the vocational programs that have a nationally recognized certification programs participating in that program? | **No** | The Office Services and Related Technology teachers have not received the Microsoft certification training. Also, these programs do not have the testing software and computer and books needed to test inmates for certification. A couple of other programs are currently not issuing industry certifications. One program is in the process being certified to be able issue industry certification. |
| 14. | **Recidivism Reduction Strategies:**<br><br>Are the Recidivism Reduction Strategies programs issuing trade certifications and/or National Center for Construction Education and Research (NCCER) certifications? | **Yes** | |
| 15. | **National Center for Construction Education and Research:**<br><br>Are all the National Center for Construction Education and Research (NCCER) accreditation guidelines for Standardized Training being used? | **Yes** | |
| 16. | Are the Building Construction Trades using the Contren Learning Series text books as the primary classroom text book? | **Yes** | |
| 17. | Do all of the National Center for Construction Education and Research instructors have the resources needed to effectively teach the related trades? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## VOCATIONAL EDUCATION SECTION

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| 18. | Are all of the building trade instructors currently National Center for Construction Education and Research Certified Instructors and have attended the Instructor Certification Training Program (ICTP)? | **No** | One of the teachers on "E" yard did not file any National Center for Construction Education and Research (NCCER) Form 200 (form used to document of skills units completed) for two years. He lost his NCCER certification. Due to his loss of NCCER certification, he can not issue NCCER industry certifications and needs to attend Instructor Certification Training again. |
| 19. | Are all of the craft instructors maintaining and conducting record keeping as outlined in the National Center for Construction Education and Research Accreditation Guidelines? | **Yes** | |
| 20. | Are all of the instructors maintaining the confidentiality and maintain restricted access to inmate social security numbers used on the National Center for Construction Education and Research Form 200's? | **Yes** | |
| 21. | Are all of the written National Center for Construction Education and Research tests, National Center for Construction Education and Research test CD-ROMs and National Center for Construction Education and Research answer keys maintained in a secure locked location with an inventory of the tests on hand? | **Yes** | |
| 22. | Are all of the students evaluated based on a 70% minimum passing score on National Center for Construction Education and Research written examinations? | **Yes** | |
| 23. | Are those students that fail a National Center for Construction Education and Research written test or practical exam required to wait a minimum of 48 hours prior to being retested? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## VOCATIONAL EDUCATION SECTION

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| 24. | Are 90% or more of the students completing the first six National Center for Construction Education and Research CORE Modules prior to starting the Level 1 for the trade? | **Yes** | |
| 25. | Are all National Center for Construction Education and Research performance evaluations conducted for each module and a record of the Performance Profile Sheet maintained? | **Yes** | |
| 26. | Upon successful completion of the National Center for Construction Education and Research written and performance evaluation, is the instructor documenting and submitting the Form 200 to the Unit Training Representative (UTR) for signature and forwarding to Office of Correctional Education within 60 days? | **Yes** | |
| 27. | Are all of the instructors accepting National Center for Construction Education and Research Modules and Completion Certifications issued prior to students being assigned to the vocational class? | **Yes** | |
| 28. | **Test of Adult Basic Education Testing**<br><br>Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix? | **Yes** | |
| 29. | Are the Test of Adult Basic Education tests administered according to the testing matrix? | **Yes** | |
| 30. | Is the Test of Adult Basic Education locator being used, when needed, to determine which level appropriate Test of Adult Basic Education test to administer? | **Yes** | |
| 31. | Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## VOCATIONAL EDUCATION SECTION

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|---|---|---|---|
| 32. | Are teachers using the Test of Adult Basic Education test results as a diagnostic tool for individualized instruction and trouble shooting Test of Adult Basic Education score losses in their classes? | **Yes** | |
| 33. | Are current Test of Adult Basic Education subtests placed in student's file? | **Yes** | |
| 34. | **Gender Responsive Strategies:**<br><br>Do all or more of the Gender Responsive Strategies (GRS) vocational classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum, i.e. Cosmetology, Mill & Cabinet, Cable Technician, etc.? | **N/A** | |
| 35. | Do all or more of the vocational classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum? | **N/A** | |
| 36. | **Security and Order:**<br><br>Are personal alarms issued by institution to instructors and do they wear a whistle and the personal alarms on their person? | **Yes** | |
| 37. | Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan? | **Yes** | |
| 38. | Is there an Inmate Safety Committee that conducts and records weekly safety inspections? | **No** | Unable to determine that an actual inspection was conducted by the inmate safety committee. One of the programs had a computerized check off sheet that was pre-checked. The Inmate Safety Committee record of weekly safety inspections was not signed by the inmate safety committee members. |

# COMPLIANCE REVIEW FINDINGS
## VOCATIONAL EDUCATION SECTION

| 39. | Is at least one hour per month of safety meetings being held and documented? | **No** | One of the teachers was not documenting that safety meetings are been held. |
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| 40. | **Trade Advisory Committee:**<br><br>Does the instructor have a documented, Trade Advisory Committee that meets at least quarterly? | **No** | A couple of programs have not continued their Trade Advisory Committees. They indicated the lack of time off to attend meeting and the difficulty in getting people to come into the institution. It is recommended that SATF explore ways to bring in Trade Advisory Committee members. The Trade Advisory Committee meetings are vital to providing trade input, insight, and support to the teachers and inmates by community business representatives. This increases the real life training requirements and job opportunity within the community business sectors. |
| 41. | **Job Market Analysis:**<br><br>Is a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey on file? | **Yes** | |
| 42. | **Apprenticeship:**<br><br>Is there an active Apprenticeship Training Program? | **N/A** | |
| 43. | If there is an active Apprenticeship Training Program, do inmates meet apprenticeship requirements and receive pay? | **N/A** | |
| 44. | Does the instructor have a documented active Joint Apprenticeship Committee that meets at least quarterly within the institution? | **N/A** | |

# COMPLIANCE REVIEW FINDINGS
## VOCATIONAL EDUCATION SECTION

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| 45. | **Employee and Community Services Programs.**<br><br>If vocational education programs are participating in Employee Services Programs, are they meeting Department Operation Manual and Penal Code requirements? | **Yes** | |
| 46. | If vocational education programs are participating in community service projects, are they meeting Department Operation Manual requirements? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## LIBRARY/LAW LIBRARY SECTION

| NO. | INSTITUTION: SATF<br>DATE: June 11, 2008<br>COMPLIANCE TEAM: Christine Long | Yes/No or N/A | COMMENTS |
|---|---|---|---|
| 1. | **Library Staffing**:<br><br>• Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff?<br>• Does the Senior Librarian implement/plan the library program? | Yes | The Academic Vice-Principal supervises the Library staff. The current Senior Librarian does not meet the minimum qualifications for the position; placement was due to salary range justification for an injured employee. |
| 2. | **Department Operations Manual and Department Operations Manual Supplement**:<br><br>• Is the current Department Operations Manual, Section 53060 available in the main libraries and satellite libraries?<br>• Is there a Department Operations Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operations Manual supplement reflect the current, actual local library program? | Yes | Department Operation Manual Supplement is dated May 2008. All libraries maintain copies. |
| 3. | **General Population (GP) Access Hours:**<br><br>• Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours?<br>• Do General Population inmates have regular access to non-legal library services? | Yes | All libraries have the hours of operation posted on the window of the library. Library hours are 0800 – 1530 Tuesday through Saturday. Open yard with alternating tiers. The Central library has no inmate access; it is the processing center and houses the print Gilmore collection. |
| 4. | **General Population/Law Library Documentation:**<br><br>• Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use?<br>• Is there a list showing inmates who request legal access, and those who received access? | Yes | All libraries maintain a log of library users, including sign-in records for the use of the Law Library Electronic Delivery System. Inmates submit a Request for Priority Legal User (PLU) and attach documentation of a court deadline. These requests are kept in a binder for further reference and documentation. |

# COMPLIANCE REVIEW FINDINGS
## LIBRARY/LAW LIBRARY SECTION

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| 5. | **Restricted Housing Status Inmate Access**:<br><br>• If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library?<br>• Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request? | **Yes** | Access for inmates confined to an Administrative Segregation Unit is outlined in the library Department Operations Manual supplement, Article 12, Section 101120.10; as well access for inmates on the various facilities is outlined. Logs are maintained showing access. |
| 6. | **Restricted Housing Status Non-Legal Library Services**:<br><br>Do Restricted Housing inmates receive general library services? | **Yes** | The Restricted Housing Unit receives books from the Central library and the general library on its facility. Books are placed on carts and inmates are allowed to review the titles and request a book/books generally one day per week. |
| 7. | **Library Expenditures:**<br><br>• Are library funds spent for magazines/ newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees?<br>• If other items are purchased, are they for library use? | **Yes** | No expenditures had been made using library funds for about two years. Funds were encumbered this year (2008) as soon as the budget was released. |
| 8. | **Inmate Welfare Funds (IWF) Expenditure:**<br><br>Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.? | **Yes** | Magazine subscriptions have been ordered. |

# COMPLIANCE REVIEW FINDINGS
## LIBRARY/LAW LIBRARY SECTION

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| 9. | **Law Library Expenditure:**<br><br>• Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room?<br>• Are the Stock Received Reports completed and submitted to the Regional Accounting Office? | **Yes** | Associate Information Systems Analyst sends a copy of the Stock Received Report. |
| 10. | • Are all received mandated law books and discs made available to inmates in a timely manner?<br>• Are the discs timely loaded on the Law Library Electronic Data System computer?<br>• Are the law books shelved promptly? | **Yes** | The order for fiscal year 2007/2008 has begun to be received. The Associate Information Systems Analyst calls the library staff at each of the yards to setup an appointment for loading the disk. |
| 11. | • Are law library discs checked in by the Associate Information Specialist Analyst?<br>• If not, who checks them? | **Yes** | The Associate Information Systems Analyst receives the discs. |
| 12. | Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be? | **Yes** | A binder of copies of all Purchase Orders is kept a copy of the closing Stock Received Report for the fiscal year is sent to the Office of Correctional Education. |
| 13. | **Library Book Stock - Quality, Part I:**<br><br>• Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five years and one unabridged dictionary (no older than five years?)<br>• Does the library program have at least three directories relevant to the questions asked by the population served? | **No** | The newest encyclopedia edition is 2000. The newest unabridged dictionary is dated 1997. The 2007 edition of the Directory of Court Clerks and Courts, 1999 edition of the National Directory and the 2000 edition of the California Public School directory are the latest available. |

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| 14. | **Library Book Stock - Quality, Part II:**<br><br>Does each library in the institution have a current world almanac, an atlas that is no more than three years old, an English language dictionary that is no more than five years old, and a Spanish and English dictionary that is no more than ten years old? | **No** | Three libraries have a 2007 Almanac, three have none. There are three libraries with an Atlas but all are outdated. No library has a dictionary that is not more than five years old. There is no Spanish/English dictionary that is less than ten years old. |
| 15. | **Library Book Stock - Quality, Part III:**<br><br>• Does each library regularly inspect the physical condition of their books?<br>• Does the library program have a book repair procedure | **Yes** | |
| 16. | **Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity:**<br><br>Does each library in the institution have at least one textbook and two supplemental titles which have copyright dates not more than ten years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (including Spanish language) and Native American materials? | **No** | Libraries lack texts for low level academic programs (Adult Basic Education I, English Language Development), not all the individual facility vocational programs are represented in that facilities' library. None of the libraries has the minimum numbers of high/low or multi-ethnic titles. |
| 17. | **Library Book Stock - User Orientation:**<br><br>• Are book collections designed to meet the needs and interests of the inmate population served?<br>• Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box? | **No** | Library staff are not included in Site Literacy meetings and there are no library Inmate Advisory Education Committee representatives. Men's Advisory Council representatives do not meet with library staff. |

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|---|---|---|---|
| 18. | **Library Book Stock - Quantity: (Department Operations Manual Book Aug)**<br><br>• Does the current library collection contain the number of fiction and nonfiction books mandated by CDCR?<br>• Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding? | **No** | Collection development is needed. Procurement has questioned all orders, does not understand that some books available; as "Sole Source" only. The collections include Year One Recidivism Reduction Strategy materials. |
| 19. | Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked? | **Yes** | But the libraries have had difficulty in processing Purchase orders for the Year Two Recidivism Reduction Strategy orders. |
| 20. | **Book Access:**<br><br>• Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter?<br>• Can inmates request books that are not in the library collection? | **Yes** | Each yard's library maintains a book list for the library's collection. Inmates may request from central library on Yard B. No interlibrary loan program with an outside library system is in place. |
| 21. | **Circulation:**<br><br>Is there an adequate library book checkout system in place and an adequate overdue system in use? | **No** | The Follett system previously used was not authorized for all libraries. The libraries are currently listing books on a sheet for each inmate (alphabetized by last name), the clerk must go through each sheet on a weekly or bi-weekly basis to determine over dues. Two yard's libraries use a computer to track checkouts and over dues. It is recommended that the libraries purchase an automated system for each yard or setup a more usable circulation system (i.e. book cards and date slip, date stamped with inmate name and filed by date due). |

# COMPLIANCE REVIEW FINDINGS
## LIBRARY/LAW LIBRARY SECTION

| | | | |
|---|---|---|---|
| 22. | **Mandated Law Library/California Code of Regulations, Department Operations Manual**<br><br>• Are the Gilmore v. Lynch mandated law books up to date?<br>• Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish?<br>• Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operations Manual?<br>• Are all the Law Library Electronic Data System computers up-to-date and operating in each library? | **No** | There are approximately 20 pallets of books at the warehouse awaiting examination by library staff to determine if they are not duplicates or are the required bound editions to replace supplements. All libraries have the current California Code of Regulations Title 15 in English and Spanish, and each has the current Department Operations Manual. Updates have been shipped for the Law Library Electronic Data System. Restricted Housing Units need updated Penal Code books and other supplemental law library materials i.e. California Prisoner's Handbook. |
| 23. | **Law Library - American Disability Act (ADA):**<br><br>Are American Disability Act mandatory postings present in the library? | **Yes** | Notices are posted on the walls and bulletin boards. |
| 24. | **Circulating Law Library:**<br><br>Is a procedure for accessing the Circulating Law Library in place? | **No** | No procedure is in place. |
| 25. | **Court Deadlines:**<br><br>Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library? | **Yes** | Inmates complete a request for Priority Access and submit documentation or the library staff calls the court clerk to verify the deadline. Access records are kept in each yard library and the restricted housing units. Copies of the requests and verifications are sent to the central library for records maintenance as well. |

# COMPLIANCE REVIEW FINDINGS
## LIBRARY/LAW LIBRARY SECTION

| | | | |
|---|---|---|---|
| 26. | **Law Library Forms and Supplies:**<br><br>Do inmates have access to court required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures? | **Yes** | A list of the forms the library maintains is posted in each library. |
| 27. | **General Library Forms and Supplies:**<br><br>Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution? | **No** | Not all libraries use the same forms. All the libraries need to use standardized forms and procedures set by the Senior Librarian and Vice-Principal, not by individual library staff or inmate clerks. |
| 28. | **Inmate Clerk Training:**<br><br>• Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee?<br>• Do inmate clerks receive training on a regular basis in law library and general library processes? | **No** | Training and documentation is inconsistent. Library staff train new clerks on the procedures for that yard's library, all clerks are cross-trained for law library and recreational reading library, and receive training in new procedures and supplements. (Operational Procedure, Department Operations Manual, institution directives). |
| 29. | **Security and Order:**<br><br>• Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms?<br>• Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan? | **No** | Only one library staff member, besides the Administrative Segregation Custody staff, were wearing their whistle. All staff was wearing a Personal Alarm Device. All libraries posted an evacuation plan. One library did not have an EXIT sign posted over the door to the yard. |

# COMPLIANCE REVIEW FINDINGS
## FEDERAL GRANT PROGRAMS SECTION
Workforce Investment Act (WIA)

| | INSTITUTION: SATF<br>DATE: June 5, 2008<br>COMPLIANCE TEAM: Mark Lechich | Yes/No or NA | COMMENTS |
|---|---|---|---|
| 1. | **Duty Statement/Job Description/Credentials – Literacy Learning Lab**<br>Do you have a current duty statement on file (within one year)? | N/A | SATF does not have a Phase I & II Literacy Learning Lab. |
| 2. | Do you have a valid credential on file? | N/A | |
| 3. | **Security/Order – Literacy Learning Lab**<br>Are personal alarms issued by the institution to teaching staff and worn? | N/A | |
| 4. | Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan? | N/A | |
| 5. | **Supervisory/Support – Literacy Learning Lab**<br>Do you receive support from your supervisor and other educational staff? | N/A | |
| 6. | Does the Vice Principal visit/observe your class? Does the Principal visit/<br>observe your class? Do you maintain a sign-in log? | N/A | |
| 7. | **Inmate Enrollment – Literacy Learning Lab**<br>Do you maintain a minimum enrollment of 27 students? | N/A | |
| 8. | Do students receive direct/group instruction? | N/A | |
| 9. | Is the Literacy Learning Lab a "self contained" program? | N/A | |

# COMPLIANCE REVIEW FINDINGS
## FEDERAL GRANT PROGRAMS SECTION
Workforce Investment Act (WIA)

| | | | |
|---|---|---|---|
| 10. | **Student Records/Testing Achievements – Literacy Learning Lab** <br><br> Do you verify non-General Education Development or non-High School graduation of the student? | **N/A** | |
| 11. | Do you start a student record file upon the student entering the Literacy Learning Lab program? | **N/A** | |
| 12. | Does each student have a current Test of Adult Basic Education score? *If not, do you refer the student for testing?* | **N/A** | |
| 13. | Do you assess student's basic skill level? *Describe* | **N/A** | |
| 14. | Are at least 90% of the CDCR Form 128E chronological reports, classroom records and accountability documents current, accurate and secured? | **N/A** | |
| 15. | Are the Student Files current (incl. Test of Adult Basic Education scores and any other assessment scores)? *Review* | **N/A** | |
| 16. | Is there a current Student Job Description on file? | **N/A** | |
| 17. | **Instructional Expectations – Literacy Learning Lab** <br><br> Do you use the approved CDCR Competency Based Adult Basic Education curriculum? | **N/A** | |
| 18. | Are differentiated instructional methods used? *Describe* | **N/A** | |

| 19. | Do students track their own progress? | **N/A** | |
|-----|---------------------------------------|---------|---|
| 20. | Do the students receive computer orientation? Is there continuous training?  ***Describe*** | **N/A** | |
| 21. | Do you maintain course outlines and lesson plans?  ***Review files*** | **N/A** | |
| 22. | Do you use alternative assessment instruments (besides the required Test of Adult Basic Education), to determine a student's instructional plan?  ***Describe*** | **N/A** | |
| 23. | Do students spend an average of six months of instructional time enrolled in the program? | **N/A** | |
| 24. | **Other Services – Literacy Learning Lab**<br>Do you refer students to other services, i.e. medical?  ***Describe the process*** | **N/A** | |
| 25. | Do you provide the students career-related information? | **N/A** | |
| 26. | Do you have student aides?  If so, how many and how are they used? | **N/A** | |
| 27. | Have you participated in conferences, workshops and seminars from July 1, 2007– December 31, 2008?  If so, provide a list. | **N/A** | |
| 28. | **Expenses – Literacy Learning Lab**<br>Are spending levels appropriate for material purchases and training to support program needs? | **N/A** | |

| 29. | **Equipment – Literacy Learning Lab**<br>Do you maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? ***Conduct an inventory*** | **N/A** | |
|---|---|---|---|
| 30. | Is your software appropriately maintained by PLATO's technical field staff? | **N/A** | |
| 31. | Do you register all new software purchases with the Associate Information Systems Analyst? | **N/A** | |
| 32. | **Committees/Meetings – Literacy Learning Lab**<br>How often do you meet with the referral teacher for consultation on a student? | **N/A** | |
| 33. | **CASAS/TOPSpro Management Information System (MIS) Coordinator**<br>Have you been trained in the area of California Accountability and the TOPSpro Management Information System to appropriately perform your duties as a Comprehensive Adult Student Assessment System Coordinator? When was the date of the last training? ***Dates of last trainings*** | **Yes** | Mr. Hansen attended the April, 2008 and the October, 2007 TOPSpro trainings conducted by the WIA Administrator. He will attend the CASAS Summer Institute this month. |
| 34. | Do you have an adequate amount of Comprehensive Adult Student Assessment System (CASAS) testing materials to implement CASAS? ***Explain the CASAS testing procedures at your institution.*** | **Yes** | Adequate amount of testing materials. The teachers pick-up the testing materials from supervisors in Yard. Sign-Out/Sign In Sheet system is in place. |
| 35. | Are the Comprehensive Adult Student Assessment System testing materials appropriately inventoried and secured? | **Yes** | Locked in metal boxes checked out to each teacher. |

| | | | |
|---|---|---|---|
| 36. | Are you using the latest version of the TOPSpro Management Information System software? | **Yes** | TOPSpro version 5.0. |
| 37. | Is the hardware equipment (Scantron machine) and software (TOPSpro Management Information System) used to implement Comprehensive Adult Student Assessment System appropriately maintained? | **Yes** | The computer is in good shape. The Workforce Investment Act Administrator just purchased a new scanner for SATF's Comprehensive Adult Student Assessment System program. Scanner is still in Warehouse |
| 38. | Do you provide each teacher with a Student Performance by Competency Report to assistance them in preparing lesson plans? | **Yes** | Competency Reports for Students. Student Gains by Class Report is also given to the teachers. |
| 39. | Do you know how to generate the California Payment Point Report? Can you generate a Preliminary Payment Point Report? | **Yes** | Mr. Hansen checks the Payment Point Report after each scanning. The Preliminary Report is also checked for cleaning data. |
| 40. | Are the appropriate students receiving and completing the Core Performance Surveys? **Explain the process in place to ensure that students are receiving the surveys.** | **Yes** | If the ex-student is still at the institution, the Comprehensive Adult Student Assessment System Coordinator would hand deliver Survey to the ex-student to complete the survey. |
| 41. | Can you generate an up to date list of students that will be receiving the Core Performance Survey for the past quarter? | **Yes** | Second Quarter data indicated that "No Students Qualified". |
| 42. | Can you generate a Data Integrity site review? | **Yes** | Data Integrity Report is used for assisting Coordinator to locate errors in the data. |

| 43. | Can you generate a Student Gains by Class Report?  Can you produce five student Entry/Update records and Pre/Post-test records? (Check reports with Student Gains by Class Report and Student Lister.  Dates, testing books, and scores should match between records) | **Yes** | This report is given to teachers and supervisors to account for the students learning gains. All records matched.  Mr. Hansen has been doing Comprehensive Adult Student Assessment System and Test of Basic Adult Education testing for nine months. |

**Comments:**


**SATF's Workforce Investment Act (WIA) Equipment Inventory list is not current.  Please submit a current WIA inventory list to the Federal Grants Program office by July 31, 2008.**

**A new scanner was purchased and delivered by the WIA Administrator to SATF three weeks ago to replace the antiquated scanner for the WIA Comprehensive Adult Student Assessment System testing program.  The new scanner is still in the Warehouse as of this visit.**

# COMPLIANCE REVIEW FINDINGS
# FEDERAL GRANTS PROGRAMS SECTION
Carl D. Perkins Act
Vocational and Technical Education Act Grant

| 1. | **Inmate Enrollment**<br><br>Is the class meeting the Office of Correctional Education required enrollment quota?<br><br>**(Note the actual enrollment in the comments section).** | **Yes** | *#/Class Name/Quota/Enrollment*<br><table><tr><td>1</td><td>Mill & Cabinet</td><td>27</td><td>27</td></tr><tr><td>2</td><td>Small Engine</td><td>27</td><td>27</td></tr><tr><td>3</td><td>Welding</td><td>27</td><td>27</td></tr></table> |
| --- | --- | --- | --- |
| 2. | **Equipment Inventory**<br><br>Is the Vocational and Technical Education Act equipment properly tagged?<br><br>**(Note the condition of equipment in the comments section).** | **Yes** | *Condition of equipment:*<br><br>*Excellent* |
| 3. | Is Vocational and Technical Education Act equipment used for the intended purpose? | **Yes** | |
| 4. | **Student Records/Testing Achievements**<br><br>Are course completions being issued for Office of Correctional Education program training requirements?<br><br>▪ How many students are trained per year?<br>**(Note the number of students trained per year in the comments section).** | **Yes** | *Number of students trained per year*<br>*Class #1* 37<br>*Class #2* 38<br>*Class #3* 38 |
| 5. | Do Student files verify equipment training on CDCR Form 128E? | **Yes** | |
| 6. | Is the Office of Correctional Education-approved curriculum and recording system in use? | **Yes** | |
| 7. | Are lesson plans in accordance with Office of Correctional Education guidelines? | **Yes** | |

| 8. | **Related Training**<br><br>Is safety and literacy training taking place in accordance with Office of Correctional Education guidelines? | **Yes** | |
|----|---|---|---|
| 9. | **Vocational Classroom Physical Access**<br><br>Are students able to get physical to the vocational shops over 50% of the time?<br><br>(Note the "X" and "S" time for the last two prior months). | **Yes** | (table below) |
| 10. | **Trade Advisory Committee**<br><br>Are quarterly meetings held and minutes kept?<br><br>*(Note the Number of Trade Advisory Committee members, number in the comments section).* | **Yes** | Number of TAC members:<br>1st Class:  5 members<br>2nd Class:  4 members<br>3rd Class:  4 members |
| 11. | **Supplemental Areas (not counted for points on the overall Compliance Review)**<br>Apprenticeship:<br>▪ Number of apprentices_____<br>▪ Institutional Pay_____<br>▪ Union/Company Affiliation_____<br>_____<br>▪ Current DAS Form_____<br>▪ OJT Work Logged_____<br>▪ Less than 5 years_____ | **N/A** | |
| 12. | Is the shop clean?<br><br>**(Note the cleanliness and general maintenance of the shop in the comments section).** | **Yes** | |

Table for item 9:

| Month | Class | X-time hours | S-time hours |
|---|---|---|---|
| 1st | 1st | 1372 | 450 |
| 2nd | 1st | 2232 | 221 |
| 1st | 2nd | 1677 | 844 |
| 2nd | 2nd | 594 | 1191 |
| 1st | 3rd | 1677 | 844 |
| 2nd | 3rd | 594 | 1191 |
| Totals: | | 8146 | 4741 |

# COMPLIANCE REVIEW FINDINGS
## Developmental Disability Program

| | INSTITUTION: SATF<br>DATE: June 9-13, 2008<br>COMPLIANCE TEAM: Beverly Penland | YES/NO<br>or N/A | COMMENTS |
|---|---|---|---|
| 1 | **Administration:**<br>Are all Developmental Disability Program (DDP) staff hired and in place? | No | There are two Teacher Aides (TA) positions. One position is currently vacant. The education department needs to hire a DDP TA as soon as possible. |
| 2 | Are all DDP staff appropriately assigned and under the supervision of the Principal (via Vice Principal) in accordance with CDCR policy? | Yes | |
| 3. | Do all DDP education and library staff perform the required duties (Duty Statement) as described in the Clark remedial Plan? | Yes | The Library Technical Assistant has been in her assignment for about six weeks and is learning her duties and appears to be doing a good job. |
| 4 | Has all education staff received training in performing the required duties as described in the Clark Remedial Plan? | Yes | |
| 5 | Are inmate academic assignments being made in accordance with the Clark Remedial Plan? | Yes | |
| 6 | Are inmate vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course description and an inmate's ability to perform the essential functions of the assignment as described in the Clark Remedial Plan? | Yes | Several inmates are assigned to vocational programs. |
| 7 | **Developmental Disability Program Staff; Academic and Vocational Programs:**<br>Is the DDP Teacher participating in the interdisciplinary Support Team (IDST)/Initial Classification Committee (ICC)/ Unit Classification Committee (UCC) meetings? | Yes | However, the DDP teacher's attendance is not very often. |

# COMPLIANCE REVIEW FINDINGS
## Developmental Disability Program

| 8 | Does the DDP Teacher have a current roster of all DDP inmates assigned to academic and vocational education? | **Yes** | |
|---|---|---|---|
| 9 | Are all of the required assessments completed within the timelines as outlined in the Clark Remedial Plan? | **No** | The Developmental Disability Program (DDP) teachers have difficulty receiving the TABE results in a timely manner to complete required assessment within 10 working days. The Developmental Disability Program has three full time pull-out DDP teachers. However, one was just recently removed and another one was just assigned. The assessments are critical in providing services to the 96 assigned students at SATF. The assessment results are critical in the development of the Individually Tailored Education Plan (ITEP) that determines the distribution of teacher time and resources in accordance with individual needs to be pulled out from the regular classroom for supplemental educational assistance. |
| 10 | Is there a current ITEP for inmates assigned to education receiving education services from the DDP Teacher? | **No** | The Developmental Disability Program (DDP) teachers are behind in completing the ITEP for the DDP inmates assigned to education classes. They are working hard to receive and complete all required assessments and develop the ITEP. |
| 11 | Is there documentation of education services provided to assigned DDP inmates? | **Yes** | The DDP teachers are documenting the education services provided to the education inmates on a pull out basis. |
| 12 | Does the DDP Teacher hold Student Study Team (SST) meeting with the regular classroom teacher, Education Supervisor and inmate? | **Yes** | |

# COMPLIANCE REVIEW FINDINGS
## Developmental Disability Program

| 13 | **Library/Law Library Developmental Disability Program Library Technical Assistant:** Is orientation provided to all DDP inmates regarding the Law Library and other library services? | **Yes** | The Library Technical Assistant (LTA) has a check off list for items to cover and a flyer to give the inmate on the library hours and her name as an LTA. |
|----|---|---|---|
| 14 | Is there documentation available on services provided to Developmentally Disability inmates on CDCR Form 129-B, Library Log, etc.? | **Yes** | The Library Technical Assistant (LTA) verifies the documentation and is making sure the library clerks know how to also document any assistance provided. |
| 15 | Is reasonable access to forms, regulations and procedures available in the Library? | **Yes** | |
| 16 | Are equipment and materials available for inmates with a disability as described "Library Access" of the Clark Remedial Plan? | **Yes** | |
| 17 | Are alternative materials available in the library? | **Yes** | Alternative materials are very minimal. There is a need to have more low level high interest reading materials, large print books, low level ethnic books, books on tape, etc. It is recommended that additional materials be purchased. |

# COMPLIANCE REVIEW FINDINGS
## Disability Placement Program

| No. | INSTITUTION: SATF<br>DATE: June 9-13, 2008<br>COMPLIANCE TEAM: Beverly Penland | YES/NO or NA | COMMENTS |
|---|---|---|---|
| 1. | **Administration:**<br><br>.<br>Does the Disability Placement Program (DPP) teacher report to and is under the Principal's supervision (via Vice-Principal) in accordance with CDCR policy? | Yes | |
| 2. | Does the DPP teacher perform the required duties as described in the September 30, 1999, memo from former CDCR Director David Tristan? | Yes | |
| 3. | **Education Programs:**<br><br>Does the DPP teacher maintain a current DPP roster and up to date documentation of education services provided to inmates assigned to Education? | Yes | They receive a roster of all DPPs inmates within the institution. Advised the teachers they were responsible to provide educational services to those DPP inmates identified with hearing and visual disabilities assigned to education and to document all education services provided. The DPP teachers are to be a resource to staff in regards to the other DPP inmates assigned to education. |

x

# COMPLIANCE REVIEW FINDINGS
## Disability Placement Program

| | | | |
|---|---|---|---|
| 4. | Is the DPP Teacher included in committee actions, counselor/medical contact, and as a teacher resource for actions related to DPP inmates assigned to Education? | **No** | The Disability Placement Programs (DPP) teachers indicated they no longer participate in committee meeting but do act as a resource to staff in regards to any DPP inmate issues, questions or concerns to counselors and other staff. SATF supervisory staff are reminded that the DPP Teachers are to serve sight and hearing impaired students assigned to education. Once all the needs of the hearing and sight impaired inmates assigned to education are met, the DDP Teacher can provide supplemental pull-out assistance to students assigned to education that have a public school Individualized Education Plan that resulted in the inmate being identified with a "specific" learning disability and placed on the Learning Disability List per the Effective Communications Memo. The DPP Teachers are not intended to serve general population inmates. |
| 5. | **Library/Law Library:**<br><br>Is the DPP equipment/material available and on site for DPP students/DPP inmate library use as described on, Section H, page 11 of the Armstrong vs. Davis Remedial Plan? | **Yes** | |
| 6 | Does the library provide services that include accessibility, alternative materials and forms for DPP inmates? | **Yes** | Very little alternative materials available within the libraries for use by the DPP inmates. Recommend that more alternative materials should be purchased and place in the libraries for use by DPP inmates. |